

Stages of Communication and Language

| Stage       | Expressive language                                                                                                                                                                                                                                                                                         | Comprehension                                                                                                                                                                                                        | Children at this level |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| 12 months   | <p>Start to use sounds, gestures and say a few words</p> <p>Continue to babble</p> <p>Copy different sounds and noises</p>                                                                                                                                                                                  | <p>Understands about 10 words</p> <p>Responds to name</p> <p>Recognise greetings and gestures such as 'hi' and 'bye bye'</p> <p>Recognise a few familiar people and objects</p> <p>Make eye contact</p>              |                        |
| 18 months   | <p>Says 6 to 20 single words (some easier to understand than others but becoming more consistent)</p> <p>Copy lots of words and noises</p> <p>Name a few body parts</p> <p>Use objects in pretend play eg. hold toy phone to ear and say 'hello'</p>                                                        | <p>Understands up to 50 words and some short phrases</p> <p>Follows simple instructions eg. 'throw the ball'</p> <p>Point to familiar objects when named</p> <p>Point to some pictures in familiar books</p>         |                        |
| 2 years old | <p>Say more than 50 single words</p> <p>Put 2 words together eg. 'bye teddy', 'no ball'.</p> <p>Use their tone of voice to ask question eg. 'teddy go?'</p> <p>Say 'no' when they do not want something</p> <p>Use most vowels sounds with a variety of consonants</p> <p>Start to use mine and my</p>      | <p>Follows simple two part instructions</p> <p>Respond to simple questions such as what and where</p> <p>Point to several body parts and pictures in books when named</p> <p>Understand when an object in and on</p> |                        |
| 3 years     | <p>Say 3 to 4 words in a sentence/ phrase</p> <p>Use a range of verbs, nouns and adjectives eg. who-doing-what</p> <p>Ask who, what and where questions</p> <p>Talk about something that has happened in the past (may use ed a lot)</p> <p>Have a conversation but may not take turns or stay on topic</p> | <p>Understand simple questions such as what, where and who</p> <p>Understand concepts of same and different</p> <p>Sort items into groups when asked eg. toys and food</p> <p>Recognise some basic colours</p>       |                        |



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| 4 years old | Use words such as, 'and', 'but', 'because' to make longer sentences<br>Describe recent events such as morning routine<br>Ask lots of questions<br>Use longer sentences of 4 to 6 words<br>Use talk to organise themselves eg. 'let's go on the bus, you sit there and I'll be the driver'<br>Start a conversation and continue it for many turns<br>Uses past and future tense (may be incorrect)<br>Should say most speech sounds correctly (may still struggle with r, j, th, ch and sh) | Understand 'why' questions<br>Consistently follow more complex 2-part instruction eg. give me the teddy and throw the ball                              |  |
| 5 years old | Use well-formed sentences to be understood by most people<br>Tell simple, short stories with beginning, middle and end<br>Use past and future tense correctly                                                                                                                                                                                                                                                                                                                              | Understand more complex vocabulary (vocab linked to topic)<br>Ask questions to clarify their understanding<br>Makes comments about what they have heard |  |